The Effect of Classroom Management Ability and Teaching Style on the Teaching Readiness of Students of the Social Sciences Study Program of UIN North Sumatra Medan in *the Micro Teaching* Class for the 2023-2024 Academic Year

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Abstrak

Penelitian ini mengkaji dan menganalisis tentang kesiapan mahasiswa dalam mengajar terutama yang memiliki kemampuan untuk mengelola kelas dan mengajar di dalam kelas pada mahasiswa tadris IPS tahun akademik 2023-2024 di UIN Sumatera Utara Medan.Fokus studi dalam penelitian ini memperlihatkan kemampuan pengelolaan kelas,gaya mengajar dan kesiapan mengajar mahasiswa dengan menggunakan penelitian kuantitatif dengan pendekatan ex-post pacto.Pengumpulan data menggunakan kuisioner angket dengan menggunakan uji spss versi 2.2. Penelitian ini menggunakan dua variabel yaitu pengelolaaan kelas(X1),gaya mengajar(X2) dan kesiapan mengajar mahasiswa(Y).Data yang digunakan dalam penelitian ini adalah data primer berupa angket dengan 103 responden.Variabel terdapat pengaruh antara pengelolaan kelas terhadap kesiapan mengajar sebab nilai t hitung > t table (7.994 > 1.984) dan taraf signifikansi sebesar 0.000 < 0.05. terdapat pengaruh antara gaya mengajar terhadap kesiapan mengajar sebab nilai t hitung > t table (9.224 > 1.984) dan taraf signifikansi sebesar 0.000 < 0.05.simultan Gaya Mengajar dan Pengelolaan Kelas berpengaruh terhadap kesiapan mengajar karena nilai f hitung > f table (27.635 > 3.09) dan taraf signifikansi 0.000 < 0.05.

Kata Kunci: Pengelolaan kelas, Gaya Mengajar, dan Kesiapan Mengajar

Abstract

This study examines and analyzes the readiness of students in teaching, especially those who can manage classes and teach classroom social studies students for the 2023-2024 academic year at UIN North Sumatra Medan. This study focuses on the ability to manage courses, teaching styles, and readiness to teach students using quantitative research with an ex post facto approach. Data collection uses a questionnaire using the spss test version 2.2. This study uses two variables, namely classroom management (X1), teaching style (X2), and student teaching readiness (Y). The primary data used in this study is in the form of a questionnaire with 103 respondents. There was an influence between classroom management and teaching readiness because the t-value of the t-table > (7,994 > 1,984) and the significance level was 0.000 < 0.05. There was an influence between teaching style and teaching readiness because the t-value of the t-calculation > t table (9.224 > 1.984) and the significance level was 0.000 < 0.05. The simultaneity of Teaching Style and Classroom Management affects teaching readiness because of the value of f calculation > f table (27,635 > 3.09) and the significance level of 0.000 < 0.05.

Keywords: Classroom Management, Teaching Style, and Teaching Readiness

Introduction

Education is the basis of an essential means to obtain quality human resources (HR) to ensure the survival and progress of a nation. The lack of quality human resources is greatly influenced by education development in Indonesia today (Siswanto, 2011). As professional educators, teachers are the backbone of educational activities in Indonesia. Therefore, to create superior Human Resources (HR), educators must have high competence in carrying out their duties (Rasna et al., 2023; Wahyudi & Syah, 2019; Widiyono, 2020).

Apart from that, LPTK (Education Personnel Education Institute) is a university that focuses on producing professionals in the world of education (Astutie, 2013; Bustomi, 2023; Oci, 2019). The number of LPTK graduates does not guarantee the excellent quality produced; therefore, it is essential to conduct an in-depth study to be able to increase the quantity and quality of LPTK (Siswanto, 2011).

The Faculty of Tarbiyah and Teacher Training (FITK) of the State Islamic University of North Sumatra Medan (UINSU) is one of the LPTKs in North Sumatra that provides teaching personnel for the procurement of educators at the junior high school level. Indirectly, the Faculty of Tarbiyah and Teacher Training has made a great contribution to providing a reliable junior high school teacher workforce in the provision of professional educators.

One of the study programs that prepares prospective teachers is the Social Sciences Study Program. The social sciences study program is an education program that focuses on providing debriefing on the readiness that every student must have to become a teacher. The Social Sciences Study Program curriculum has been adjusted to educational standards, which aims to provide a good understanding of teacher preparation and the organization of learning administration. This will equip students with sufficient knowledge. Students will become graduates who are ready to teach after completing their studies. Supporting facilities and infrastructure are also provided to implement the curriculum, including providing labs.

Previously, the researcher conducted a preliminary study on the microteaching class carried out on UINSU social studies students to be able to become the background of the problem by attaching the results of the initial research on student teaching readiness, classroom management skills, and student teaching styles as follows; This indicates that UINSU social studies students in the microteaching class many are not ready to teach judging from the indicators of lesson plans, media, learning strategies, classroom management, and learning evaluation. In observing the class management ability of UINSU social studies students in the microteaching class, authoritative, permissive, punishment, and reward are seen as components of evaluating classroom management skills. The highest average was in the reward indicator from social studies class 3, which had a percentage value of 55.8% and a frequency of 19 students. Meanwhile, the lowest class management component is found in social studies class 2, which has a percentage value of 2.94% with a frequency of 1 student.

The observation of student teaching styles conducted by researchers in the microteaching class of social studies UINSU is seen from the five teaching styles put forward by Grasha: expert teaching styles, formal authority, personal models, facilitators, and delegator teaching styles. It was found that the highest average score was found in the formal authority teaching style in social studies class 3, which had a percentage of 52.9% and a frequency of 18 students. Meanwhile, students, namely experts and facilitators, use a minimal teaching style. The expert teaching style in social studies class 1, which has a percentage of 0% with a frequency of 0 students, as well as the teaching style of the facilitator in social studies class 1, which has a rate of 0% with a frequency of 0 students.

A preliminary study conducted by researchers on April 29, 2024, regarding student teaching readiness, classroom management skills, and the use of student teaching styles found that problems are the basis for student teaching readiness, so researchers need to conduct research.

Theoretical Studies

a. Teaching Readiness

According to Slameto, readiness refers to the general state of readiness to react or respond with a specific strategy in a given situation (Rasna et al., 2023). A teacher's ability to teach effectively depends on his mastery of the skills needed by an educator (Angkat et al., 2024; Hasibuan et al., 2023; Hasibuan & Rahmawati, 2019).

Based on the above opinion, a person is considered ready for a profession if he has the necessary level of maturity to effectively carry

out the necessary abilities. Therefore, the phrase readiness can be interpreted as capacity or capability. Readiness refers to a state of being fully prepared or able, either physically or mentally, to engage in a particular activity or task. Regarding teacher readiness, some indicators measure tools, such as lesson plans, learning media, learning strategies, management, and evaluation.

b. Classroom Management

Classroom management, according to Hamid Darmadi, in (Suparyanto & Rosad, 2020) Refers to a series of activities to foster desired student behavior, overcome and eliminate unwanted behaviors, improve positive interpersonal relationships and a favorable socio-emotional environment, and build an efficient classroom structure. When viewed from an authoritative and permissive point of view, (Hosaini, 2021; Safitri, 2023) The meaning of classroom management teachers. As a classroom manager, they should be able to manage the classroom well because it is a gathering place for students and teachers to receive lesson materials from teachers. The first view views classroom management as a process to control student behavior (Nurjanah & Adman, 2018). This view is authoritative. In this regard, the teacher's task is to create and maintain order in the classroom atmosphere. The use of this discipline is highly preferred. According to this view, the term classroom management is synonymous. More specifically, (Majid, 2013; Siswanto, 2011) The definition of this rating reads: classroom management is a set of teacher activities to create and maintain order in the classroom atmosphere (Rusman, 2017).

The second definition is in contrast to the first definition above, which is based on a permissive view (Hosaini, 2021; Mulyani et al., 2019). This view emphasizes that the teacher's job is to maximize the embodiment and freedom of students. In this case, the teacher helps students feel free to do what they want. Doing the opposite means the teacher inhibits or hinders the child's natural development. Thus, the second definition can read: Classroom management is a series of teacher activities to maximize student freedom (Rusman, 2017).

c. Teaching Style

In micro-tech learning, the teaching style is one of the things that must be mastered by students majoring in teacher training (Dian Septi Anggraeni Author et al., 2023; Febrianto, 2013; Hafifah et al., 2022; Harmen, 2018). "This statement states that teaching style is behavior, deeds, or ways of guiding, explaining, providing knowledge, and telling positive things that must be taught to students. Based on the above definition, teaching style refers to the approach, technique, or plan used by teachers to convey academic and psychological knowledge to their students (Nurlaila, 2024; Rofiq, 2009; Warsono, 2016; Welly et al., 2024). Teaching style refers to the approach, technique, or plan that teachers use to impart academic and psychological knowledge to their students (Safitri, 2023).

Grasha (1996) offers a reasonable definition of teaching style and provides proven instruments and strategies for analyzing teacher teaching. In 1996, Grasha noted that teachers used five different teaching methods as Expert, Formal authority, Personal model, Facilitator, and Delegator (Maela, 2018).

Method

According to Samsu (2017) as quoted ((Syahrizal & Jailani, 2023) Ex Post Facto is a method used in research that examines causal relationships that are not manipulated by researchers. The existence of causal relationships is based on theoretical studies that show that a certain variable results in a certain variable.

The population is all research objects that have specific characteristics, (Anggito Albi & Johan Setiawan, 2018) And the sample is part of the population that has been selected and qualified to be the target of the research By examining a portion of the population, it is hoped that the results obtained will describe the population in question (Ardiansyah et al., 2023; Hasibuan et al., 2022).

Sampling in this study uses a total sampling of all FITK students who take microteaching courses in the Even Semester of the 2023/2024 Academic Year with the following table:

Table 1.2 Number of Social Sciences Tadris students

NO	Class	Number of students
1.	IPS 1	34 Students
2.	IPS 2	34 Students
3.	IPS 3	35 Students
	Total	103 Students

Table 1.2 Number of Social Sciences Tadris students

This study has three variables: X1, X2, and Y. X1 and X2 are independent variables, while Y is dependent or bound. In this study, variable X1 is the ability to manage the classroom, variable X2 is the teaching style, and variable Y is the readiness of students to teach.

This research instrument uses a questionnaire, which is a tool used to obtain relevant data with high validity and reliability. This research instrument, in the form of a questionnaire, is used to get information about research variables of interest, classroom management ability, teaching style, and student teaching readiness. (Alhamid, 2019; Ardiansyah et al., 2023).

A questionnaire or questionnaire is a data collection technique that involves giving respondents a set of written questions to answer. The questionnaire method was used to reveal data on teaching readiness, classroom management skills, and teaching styles of UINSU social studies students. To obtain the data, questionnaires were distributed to respondents directly.

The data analysis technique used in this study is to determine how significantly the dependent variable is driven by the independent variable. Before conducting data analysis, several tests must be acknowledged, such as validity tests, reliability tests, linearity tests, multicollinearity tests, and normality tests, to find out the extent to which the influence of independent variables affects dependent variables. The test tool used in testing this study is SPSS version 22.

Result and Discussion

The presentation of research data for each variable uses the IBM SPSS version 22 program. In the results of class management (X1), class management variables are showing that all statement items are said to be valid because they are above the r table (df=30(0.394). Meanwhile, the teaching style (X2) variable shows that all statement items are said to be valid because the value is above r table (df=30(0.394) and for the variable (Y) teaching readiness that for the classroom management variable shows that all statement items are said to be valid. After all, the value is above the r table (df=30(0.394). Before data analysis, several stages must be carried out: normality test,

linearity test, multicollinearity test, and hypothesis test. Based on data analysis with the help of SPSS version 22, it can be found that.

Data normality is considered necessary because normally distributed data is considered representative of a population. In SPSS, the validity tests that are often used are the Liliefors test and the Kolmogorov-Smirnov One Sample method. In this study, the researcher used the Kolmogorov-Smirnov normality test with the following conditions: Criteria for testing normally distributed data.

Normality Test

Tabel 4.4 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		103
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.27489528
Most Extreme Differences	Absolute	.097
	Positive	.097
	Negative	-.097
Test Statistic		.097
Asymp. Sig. (2-tailed)		.717a

Table 4.4 shows that the data distribution in this study is expected because of the value of Asymp.Sig. (2-tailed) with a value of 0.717 > 0.05, the data is usually distributed.

Linearity Test

Tabel 4.5 ANOVA Table

			Sum of Squares	df	Mean Square	F	Mr.
Teaching Readiness * Classroom Management	Between Groups	(Combined)	36719.157	19	1932.587	.935	.019
		Linearity	33211.191	1	3211.191	15.885	.005
		Deviation from Linearity	3507.966	18	194.887	0.271	.700
	Within Groups		1744.765	83	21.021		
	Total		38463.922	102			

Table 4.5 shows that the significance value of linearity is 0.700 > alpha (0.05), which shows a linear relationship between teaching readiness and classroom management.

Tabel 4.6 ANOVA Table

			Sum of Squares	df	Mean Square	F	Mr.
Teaching Readiness * Teaching Style	Between Groups	(Combined)	37998.422	23	1652.105	80.379	.020
		Linearity	33812.151	1	3812.151	38.260	.057
		Deviation from Linearity	4186.271	22	190.285	2.293	.330
	Within Groups		465.500	79	5.892		
	Total		38463.922	102			

Table 4.6 shows that the significance value of linearity is 0.700 > alpha (0.05), which shows a linear relationship between teaching readiness and Teaching Style.

Multicollinearity Test

Tabel 4.7 Coefficientsa

Model	Collinearity Statistics	
	Tolerance	BRIGHT
1 (Constant)		
Classroom Management	.722	2.499
Teaching Style	.722	2.499

Table 4.7 shows that in this study, the value of the Variance inflation factor (VIF) in the regression model for both variables, classroom management, and teaching style, has a VIF value of 2,449 < 5, so there is no multicollinearity in this study.

Hypothesis Test Parallel Test (t-Test)

Tabel 4.8 Coefficients[a]

Unstandardized Coefficients		Standardized Coefficients
B	Std. Error	Beta
3.012	6.200	
.549	.069	.461
.551	.060	.531

a. Dependent Variable: Readiness to Teach

Table 4.8 shows that in this study, the t-calculated value for the classroom management variable is 7.994, and the significance level is 0.000, with the number of samples being 103 and the significance level of 0.05 and df=n-2 (103-2=101), obtaining a t-table value of 1.983. The results of this study show that there is an influence between classroom management and teaching readiness because the t-value of the t-count > t table (7,994 > 1,984) and the significance level is 0.000 < 0.05.

Table 4.8 shows that in this study, the t-calculated value for the teaching style variable is 9.224, and the significance level is 0.000, with a sample number of 103 and a significance level of 0.05 and df=n-2 (103-2=101) obtained a t-table value of 1.983. The results of this study show that

there is an influence between teaching style on teaching readiness because the t-value of the t-count > t-table (9,224 > 1,984) and the significance level is 0.000 < 0.05

Simultaneous Test (Test f)

Tabel 4. 9 ANOVA[a]

Mean Square	F
7812.911	27.635
28.381	

a. Dependent Variable: Readiness to Teach
b. Predictors: (Constant), Teaching Style, Classroom Management

Table 4.9 shows a calculated f-value of 27,635 and a significance level 0.000. With a sample size of 103 and a significance level of 0.05 and df=n-2 (103-2=101), the value of f table was obtained of 3.10; the results of this study show that simultaneously Teaching Style and Classroom Management affect teaching readiness because the f value of > f table (27,635 > 3.09) and the significance level of 0.000 < 0.05

Conclusion

The conclusions that can be drawn from this study are
1. The results of this study show that there is an influence between classroom management and teaching readiness because the t-value of the t-count > t-table (7,994 > 1,984) and the significance level is 0.000 < 0.05.
2. The results of this study show that there is an influence between teaching style on teaching readiness because the t-value of the t-count > t table (9.224 > 1.984) and the significance level of 0.000 < 0.05
3. The results of this study show that simultaneously Teaching Style and Classroom Management affect teaching readiness because the value of f calculation > f table (27,635 > 3.09) and the significance level of 0.000 < 0.05

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